

St Mary's

Church of England Primary School

Kirkby Lonsdale

Pupil Premium Strategy

2024-2025

Nurturing creative thinkers....



Honesty

Trust

Respect

Perseverance

Responsibility

Pupil premium strategy statement:

1. Summary information					
School	St Mary's CE School, Kirkby Lonsdale				
Academic Year	2024-25	Total PP budget	£20,720	Date of most recent PP Review	Sept 2024
Total number of pupils	223	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Sept 2025

2.	3. Current attainment			
4 pupils were eligible for PPG in Year 6				
Attainment for KS2: 2024	Pupils eligible for PPG (our school) 4 pupils	Pupils not eligible for PPG (our school)	Average	Pupils - National
% achieving expected standard or above in reading, writing and maths	50%	74%	74%	60%
% achieving expected standard or above in reading	75%	89%	87%	74%
% achieving expected standard or above in writing	50%	93%	87%	72%
% achieving expected standard or above in maths	75%	93%	94%	73%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Low self confidence/self esteem, low ambition
B.	Potential lower levels of engagement in learning and low parental literacy levels
C.	Low level speech and language acquisition

External barriers

D.	Low levels of parental support and engagement in supporting pupils at home
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5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increased TA intervention to promote improved writing skills.</p> <p>Writing interventions targeting pupils individual needs.</p> <p>Write intervention and Spelling support to increase ARE in writing Target Groups KS2</p>	<ul style="list-style-type: none"> Pupils are motivated to write and provided with positive praise to improve confidence in writing Minimum 80% of pupils achieve 'expected' by the end of KS2 Y4 65% at ARE in writing by the end of Y4 and 80% by the end of Y6
B.	<p>Improved math skills through intervention support enables pupils to access learning</p> <p>80% of pupils with Addition Fluency at end of Yr4, 90% of Y5 fluent in Times tables by end of Y5</p>	<ul style="list-style-type: none"> 1:1 and group Support for pupils Pupils with PPG make progress at least in line with non PPG and in line with national average.
C.	<p>PP children's reading/writing improves in line with non-pp children</p> <p>PPG pupils monitored within year group progress and SATS</p> <p>Pupil Progress Meetings to monitor support</p>	<ul style="list-style-type: none"> Focus on improved vocabulary acquisition through changes to teaching and use of knowledge organisers Speech and Language prioritised from EYFS-Y3 Increased opportunities to write in Year 6 through Alan Peat and creative writing intervention
D.	<p>Parents are more equipped to support their children and work with school to provide support with learning</p>	<ul style="list-style-type: none"> Children accessing Chromebooks to support communication TA support with additional training to support pupils in strategies to engage learners Counselling support to build social and self confidence



6. Planned expenditure

Academic year

2024-25

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

For PP, Post LAC, LAC, FSM and Military PP, the needs of the individual are identified and personalised programmes identified. There are some common threads where pupils have similar needs eg, progress in reading, maths and writing. However each child is treated individually and provided with support which meets their specific family situation and needs.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional Intervention support to target gaps in learning in: Maths – fluency and number	Use of targeted groups to ensure fluency of number. Target Groups Y6 and Y5	Targeted challenge groups to support fluency Improving Literacy improves student outcomes overall therefore reducing variation of attainment and progress between PPG/Non PPG-Moderate impact at low cost +4 months Sutton Trust EET + 5months Overall, studies of oral language interventions consistently show positive benefits on learning	Regular TA review of intervention and monitoring of support provided. Impact measures pre and post intervention. Termly/ half termly assessment of writing.	HT	June 2025
Improved writing skills for pupils with gaps in skills and language	Weekly interventions in writing from Y1-6 with additional TA Additional speech and language provision including Wellcome Package for EYFS/KS1	Talk for writing programmes – weekly ensure pupils language acquisition is improved and transferred to writing. EET +5 months Approaches which promote talk and interaction between learners tend to result in the best gains	Increased TA training – Vocabulary and investment in further SPAG resources Target groups reviewed regularly Increased mini interventions to support challenge in writing for GDS	Head	July 2025

PP children's spelling improves in line with non-pp children	Read Write Inc Spelling introduced throughout Y1-6 Continued training and support in phonics with the full Read Write Inc approach adopted for EYFS and KS1. .	Spelling assessments highlight detailed gaps in knowledge Spelling programme supported by all staff to target pupils' individual gaps. EET = 5 months Low cost moderate impact - These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Successful spelling activities carefully select activities for pupils according to their capabilities, and ensure that spellings provide an effective, but not overwhelming, challenge.	Spelling Ages improves by 5% and translates to improved Spelling and SPAG scores in KS2 SATS Purchase of additional resources for EYFS and KS1 to teaching phonics systematically and with targeted intervention where required. Monitored half termly. Review meetings to monitor intervention. Drop ins will show books are celebrated and phonics is being used as a spelling strategy.	DHT	March 2025

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To ensure pupils make appropriate progress from KS1 starting points or baseline assessment on entry to school	Additional TA provision in Y6 and 4 Additional Tutoring support from Oct 2023 in Year 6	Specific and individualised gaps in learning linked to close communication with the class teacher ensure clearly planned and targeted 1:1 support. EET – High cost moderate impact + 5 months Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	From Sept – July pupils will receive additional TA support Year 4/6 There will additional after school support 1 x hour per week for target groups to support the gaps in learning.	HT	July 2025

Accelerate progress of all PPG pupils in maths and reading	<p>Accelerating progress through targeted support including additional support from specialist TAs staff providing interventions where needed in reading, writing and maths</p> <p>1:1 support for reading and maths to target ongoing gaps identified in assessment.</p>	<p>1:1 tuition and support provided earlier – typically January start, now starting in October.</p> <p>Use of Maths Hub resources and Training to further improve fluency in maths.</p> <p>EET +1 In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</p>	<ul style="list-style-type: none"> Groups will be tracked termly and assessment information analysed 	Head	June 2025 review
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7. Review of expenditure : £21,825				
Previous Academic Year		2023-24		
Funding		£21,825		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Accelerated progress in phonics and reading for pupils	Additional, targeted support for pupils – TA support.	Targeted support for additional phonics and shared/guided reading tuition	Focused reading daily from staff supported pupils and beginning to explore specific learning for individuals	£ 4000
TA writing groups supported Y3-6 to build long term development of language	TA weekly online support 1 hour per week. Targeted writing groups and spelling through small group work	TA reading and phonics support – 5 pupils with focused support in mathematics and spelling Pupils throughout Year 3-6 made significant and secure progress in writing	Use of voice to text and confidence with Chromebooks enhances writing and ability to process information. Talk for writing ensures consistent approach to writing including Greater Depth Talk for Writing.	£4800

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
TA training and support ensures high quality provision.	Maths interventions target gaps in learning, targeting groups eg PPG and Mobile pupils.	Pupils with PPG make progress in line or greater with non PPG.	Pupils have achieved Age Expectation or have made significant progress from Year 2/ Baseline.	Tuition and additional 1:1 support £4800
Use and adaption of White Rose Intervention to support fluency		Children in all year groups become more confident in fluency leading to greater application and conceptual understanding. – Knowledge gaps are reduced leading to greater confidence.	Use of concrete and visual models ensures flexibility and appropriate response, efficiency, automaticity to ensure conceptual understanding. Doodle maths support provides targeted support also and most effective when used each day for 10 minutes	Maths Intervention £2000
Provision of emotional regulation support through school counsellor	Counsellor provision 1 x weekly	Individual support provided to respond to weekly challenges within home context and reactive response to personal emotional challenges	Good liaison with family ensures rapid response. Daily check ensures pupils emotional needs are met and incidents responded to rapidly. Security ensures capacity to access learning.	Counsellor Fees £2580
Regular Pupil Progress meetings ensure fluid and targeted interventions support gaps in learning.	Additional 1:3 support provides individual self-confidence improvement	Internal tracking highlights rapid improvement in progress and attainment to ensure pupils are increasingly on track to meet aspirational progress targets.	Responsive teaching from flexible groupings and rapid assessment ensures pupils are not labelled and knowledge gaps are quickly targeted.	Spelling Programme Read Write Inc £1145
Pupils at targeted greater depth provision provided with support	1:5 tutor provision	10% of PPG to achieve greater depth with support.	Greater depth target groups have raised expectations and provided high aspiration and expectations leading to pupils achieving greater depth in maths and GPS and ensuring good progress.	£2500

8. Additional detail

